

Assessment Annotations for the Curriculum Frameworks

Health Education and Physical Education (Healthy, Active Living) Grades 5 and 9



HEALTH AND PHYSICAL EDUCATION ASSESSMENT ANNOTATIONS

For the Health and Physical Education Curriculum Frameworks

This document provides supplemental assessment information to *Missouri's Framework for Curriculum Development in Health Education and Physical Education (Healthy, Active Living) K-12*. The assessment annotations found in the third column of this document are intended to provide information for administrators, curriculum directors, and teachers concerning what is "fair game" for the new statewide assessment in 5th and 9th grades in health and physical education.

Teachers attending nine regional meetings in August were involved in determining what content and processes should be assessed on the state assessment and what should be assessed locally. Since the curriculum frameworks were developed for K-4, 5-8 and 9-12 grade ranges and the state assessment will be given at grades 5 and 9, teachers worked as an elementary group and as a secondary group. The elementary group reviewed both the K-4 and 5-8 sections of the curriculum frameworks to determine appropriate content for the 5th grade state assessment. The secondary group reviewed the 5-8 and 9-12 sections of the curriculum frameworks to determine appropriate content for the 9th grade state assessment.

Please note that content from the 5-8 section is often listed as being assessed at both the 5th and 9th grade level with the understanding that the questions will be more challenging and will require students to use higher order thinking skills on the 9th grade assessment.

Please note that **not all** of the content identified as state assessment will be included on the test in any given year. The number of test items developed to assess health and physical education content and processes may vary from year to year.

IV. EFFICIENCY OF HUMAN MOVEMENT AND PERFORMANCE---ASSESSMENT NOTES

A. Fundamental Movement Skills and Games (K-8)

B. Sport Skills and Life-time Activities (4-12)

C. Rhythms and Dance (K-12)

D. Principles of Human Movement (K-12)

K-12 Content Overview

The development of the physically educated person is the primary goal of a quality physical education program. The physically educated person (1) has learned skills necessary to perform a variety of physical activities, (2) is physically fit (3) does participate regularly in physical activity (4) knows the implications of and the benefits from involvement in physical activities and (4) values physical activity and its contribution to a healthful lifestyle.

Providing opportunities for children to develop proficiency in human movement and performance is the responsibility of every school. Physical education curricula has the primary responsibility for preparing children and youth to learn fundamental movement skills and games, sport skills and life-time activities, rhythms and dance, and the principles of human movement. A knowledge of the efficiency of human movement and performance leads to an understanding of how and why one should develop a healthy, active lifestyle.

The school plays a vital role in teaching children the importance of engaging in a healthy, active lifestyle. The curricula should not only stress the importance of physical activity but also promote social, mental, and emotional development in order to obtain optimal health and well-being. Students should have the opportunity to participate in and understand the importance of physical activity for enjoyment, fitness improvement, skill development and social development.

IV. EFFICIENCY OF HUMAN MOVEMENT AND PERFORMANCE

A. Fundamental Movement Skills and Games

What All Students Should Know	What all Students Should Be Able to Do	Assessment Notes
<i>By the end of grade 4, all students should know that</i>	<i>By the end of grade 4, all students should be able to</i>	
1. Fundamental skills are divided into three categories: locomotor, non-locomotor and manipulative. (HP 4)	a. demonstrate mature form in all locomotor patterns and selected non-locomotor and manipulative skills (1.10)	1. Grade 5 Local Assessment a. Grade 5 Local Assessment
2. Balance is a complex part of physical activity. Balance is static and dynamic and reflects the ability to maintain equilibrium in relation to the force of gravity. (HP 4)	a. demonstrate balance and control on a variety of body parts and objects through developmentally appropriate activities (1.10)	2. Grade 5 Local Assessment a. Grade 5 Local Assessment
3. Knowledge of the physical self is developed through identification of external body parts. (HP 1, 4)	a. organize information about major external body parts to demonstrate understanding of their location (1.8)	3. Grade 5 State Assessment a. Grade 5 Local Assessment
4. Specific concepts, (i.e., spatial awareness and body awareness) and skills, (i.e., catching, throwing, and kicking) in the primary grades are the foundation for a broad spectrum of sport and physical activities. Competence in the basic movement forms leads to skill mastery and to combinations of skills at intermediate and upper elementary grades. (HP 1, 4)	a. demonstrate developmentally appropriate competence in combinations of fundamental skills performed individually and with others (1.10) b. acquire beginning skills of a few specialized movement forms (1.10)	4. Grade 5 Local Assessment a. Grade 5 Local Assessment b. Grade 5 Local Assessment
5. Games are for enjoyment while allowing for the application of movement and promoting socialization. (HP 4)	a. demonstrate motor skills and knowledge of the rules when participating in low-organized games (1.10) b. cooperate effectively with a partner and a group to accomplish an assigned task during games and activities (4.6)	5. Grade 5 State Assessment a. Grade 5 Local Assessment b. Grade 5 Local Assessment

IV. EFFICIENCY OF HUMAN MOVEMENT AND PERFORMANCE

B. Sports Skills and Life-time Activities

What All Students Should Know	What all Students Should Be Able to Do	Assessment Notes
<p><i>By the end of grade four, all students should know that</i></p> <ol style="list-style-type: none"> 1. Emphasis of instruction should be on fundamental skill development and activities. (HP 4) 2. Some specialized skills basic to a movement form are acquired and used individually as well as with a partner, (i.e., soccer dribble, basketball chest pass, etc.). (HP 4) 3. Progression moves from simple skills and combinations to the skill combinations and specialized skills needed for dynamic game-like situations and group participation. (HP 4) 	<p><i>By the end of grade 4, all students should be able to</i></p> <ol style="list-style-type: none"> a. demonstrate competence in a variety of fundamental skills and a few selected sport skills (1.10) b. demonstrate proficiency in the application of movement knowledge and social skills in a variety of low-organized and lead-up games (1.1) a. display basic skills and safety procedures when participating in an outdoor pursuit (4.7) b. demonstrate competence in basic swimming strokes and survival skills in, on and around the water (4.7) a. cooperate effectively with partners and small groups to accomplish an assigned task or achieve a goal (4.5; 4.6) b. demonstrate competence in stunts and tumbling activities through animal movements, tumbling and inverted balances; balance individual, partner and group stunts; and partner support stunts (1.10) c. use technological tools and other resources to locate, select, and organize information (1.4) 	<ol style="list-style-type: none"> 1. No Assessment <ol style="list-style-type: none"> a. Grade 5 Local Assessment b. Grade 5 Local Assessment 2. No Assessment <ol style="list-style-type: none"> a. Grade 5 Local Assessment b. Grade 5 Local Assessment 3. No Assessment <ol style="list-style-type: none"> a. Grade 5 Local Assessment b. Grade 5 Local Assessment c. Grade 5 Local Assessment

IV. EFFICIENCY OF HUMAN MOVEMENT AND PERFORMANCE

C. Rhythms and Dance

What All Students Should Know	What all Students Should Be Able to Do	Assessment Notes
<p><i>By the end of grade 4, all students should know that</i></p> <ol style="list-style-type: none"> 1. Music has essential characteristics that can be recognized and understood. These characteristics include tempo, beat, meter, measure, intensity, mood, accent, phrase rhythm pattern and underlying beat. (FA 1) 2. Dance is an art form as well as a social activity. The historical and cultural origins of dance help to better understand individuals of different cultures. (FA 2) 3. Rhythm and dance activities allow for creativity, self-expression and development of fundamental movement skills. (FA 1, HP 4) 	<p><i>By the end of grade 4, all students should be able to</i></p> <ol style="list-style-type: none"> a. identify, apply and respond to terms which apply to music and dance (1.10) a. identify the historical and cultural origin of dances (1.10) b. demonstrate step patterns, positions and formations common to a variety of dances (1.10) a. perform rhythmic routines using fundamental movement skills and/or manipulatives (2.5) b. participate in creative dance activities demonstrating dramatization, imitation, interpretation and improvisation (1.10) c. demonstrate competence in dance and rhythms activities using multiple sources of information (1.10) 	<ol style="list-style-type: none"> 1. Grade 5 Local Assessment <ol style="list-style-type: none"> a. Grade 5 Local Assessment 2. Grade 5 State Assessment <ol style="list-style-type: none"> a. Grade 5 Local assessment b. Grade 5 Local assessment 3. Grade 5 Local Assessment <ol style="list-style-type: none"> a. Grade 5 Local Assessment b. Grade 5 Local Assessment c. Grade 5 Local Assessment

IV. EFFICIENCY OF HUMAN MOVEMENT AND PERFORMANCE

D. Principles of Human Movement

What All Students Should Know	What all Students Should Be Able to Do	Assessment Notes
<p><i>By the end of grade 4, all students should know that</i></p> <ol style="list-style-type: none"> 1. There are two major components of motor skill development, skill techniques and movement concepts, which are important as a primary student. Skill techniques including critical elements and refining skill through practice are important in the intermediate grades. (HP 4) 2. Movement concepts are divided into four categories: (1) body awareness (2) space awareness (3) qualities of movement (time or speed, force and flow) and (4) relationships (among body parts, with objects and/or people). (HP 1, 4) 3. The effective performance of movement skills requires an understanding of mechanical principles, i.e., stability, force, leverage and motion and direction. (HP 4) 	<p><i>By the end of grade 4, all students should be able to</i></p> <ol style="list-style-type: none"> a. identify and apply critical elements to improve personal performance in fundamental and selected specialized skills (1.10) b. use critical elements of fundamental and specialized skills to provide feedback to others (2.3) c. demonstrate progress as a result of practice (1.10) a. apply movement concepts to movement combinations and basic skills (1.10) a. recognize and apply mechanical principles that impact the quality of movement principles (1.10) 	<ol style="list-style-type: none"> 1. Grade 5 Local Assessment <ol style="list-style-type: none"> a. Grade 5 Local Assessment b. Grade 5 Local Assessment c. Grade 5 Local Assessment 2. Grade 5 State Assessment <ol style="list-style-type: none"> a. Grade 5 Local Assessment 3. Grade 5 State Assessment <ol style="list-style-type: none"> a. Grade 5 State Assessment

What All Students Should Know	What all Students Should Be Able to Do	Assessment Notes
<p><i>By the end of grade 4, all students should know that</i></p> <ol style="list-style-type: none"> 4. Exploratory activities are intended to help children understand how their bodies move and allow them to experiment with movement. (HP 4) 5. The musculature involved in correct posture must be balanced to hold the bones and joints properly in place. (HP 1, 4) 	<p><i>By the end of grade 4, all students should be able to</i></p> <ol style="list-style-type: none"> a. identify and respond appropriately to information from multiple sources to explore and improve skills, e.g., tactile, auditory, visual and kinesthetic (1.5) a. identify correct posture when standing, walking, sitting and lying (1.10) b. evaluate the major types of joints found in the human body and the action they perform (1.6) 	<ol style="list-style-type: none"> 4. Grade 5 Local Assessment <ol style="list-style-type: none"> a. Grade 5 Local Assessment 5. Grade 5 Local Assessment <ol style="list-style-type: none"> a. Grade 5 State Assessment b. Grade 5 State Assessment

IV. EFFICIENCY OF HUMAN MOVEMENT AND PERFORMANCE

A. Fundamental Movement Skills and Games

What All Students Should Know	What all Students Should Be Able to Do	Assessment Notes
<p><i>By the end of grade 8, all students should know that</i></p> <ol style="list-style-type: none"> The development of their fundamental skills allows for a competent level of participation in cooperative and competitive games. (HP 4) Games present an opportunity to participate in enjoyable activities while developing physical skills as well as social skills, e.g., cooperation, competition and sportsmanship. Games beginning in the intermediate grades are divided into two categories: low organization games and sport lead-up games. (HP 4) 	<p><i>By the end of grade 8, all students should be able to</i></p> <ol style="list-style-type: none"> combine locomotor, non-locomotor and manipulative skills in sequences of specific movement forms (1.10) detect, analyze, and correct errors in personal movement patterns (1.6) using mature motor patterns, combine movement skills and concepts effectively in a variety of games and activities (1.10) engage in activities that provide for challenge, problem solving, decision making and risk-taking (4.7) 	<ol style="list-style-type: none"> Grade 5 State Assessment <ol style="list-style-type: none"> Grade 5 Local Assessment Grade 5 Local Assessment Grade 5 Local Assessment Grade 5 State Assessment <ol style="list-style-type: none"> Grade 5 Local Assessment

IV. EFFICIENCY OF HUMAN MOVEMENT AND PERFORMANCE

B. Sports Skills and Life-Time Activities

What All Students Should Know	What all Students Should Be Able to Do	Assessment Notes
<p><i>By the end of grade 8, all students should know that</i></p> <ol style="list-style-type: none"> 1. Sports and life-time activities involves understanding the history, rules, strategies, safety principles and skill development in modified versions of team and individual sports, dual sports, aquatics and outdoor education. (HP 4) 2. The development and practice of skills is essential to individual enjoyment and participation in physical activities. (HP 4) 	<p><i>By the end of grade 8, all students should be able to</i></p> <ol style="list-style-type: none"> a. demonstrate application of terminology, scoring, rules of play, skill-techniques, etiquette, safety principles and basic intermediate game strategies for the sport units covered in the instructional program (1.10) b. analyze and use basic to intermediate offensive and defensive strategies in games and modified versions of sports (1.10) c. discover the history and role of games, sports and dance in getting to know and understand people of diverse cultures (1.6) a. consistently demonstrate basic to intermediate competence in a variety of activities to include individual and team sports, outdoor pursuit skills, aquatics and gymnastics (1.10) b. use technological tools and other resources to locate, select and organize information (1.4) 	<ol style="list-style-type: none"> 1. Grade 9 State Assessment <ol style="list-style-type: none"> a. Grade 9 State Assessment b. Grade 9 Local Assessment c. Grade 9 Local Assessment 2. Grade 5 State Assessment <ol style="list-style-type: none"> a. Grade 9 State Assessment b. Grade 5 Local Assessment

IV. EFFICIENCY OF HUMAN MOVEMENT AND PERFORMANCE

C. Rhythms and Dance

What All Students Should Know	What all Students Should Be Able to Do	Assessment Notes
<p><i>By the end of grade 8, all students should know that</i></p> <ol style="list-style-type: none"> 1. The historical and cultural study of dance offers the opportunity to actively participate in learning while developing social, dance and rhythm skills. (FA 5) 2. Self expression and creativity continue to be developed by studying the aesthetics and choreography of dance. (FA 1) 	<p><i>By the end of grade 8, all students should be able to</i></p> <ol style="list-style-type: none"> a. discuss cultural and historical context of at least one dance currently danced in the community (2.3) b. design and perform rhythm and dance activities that combine locomotor and non-locomotor movements into smooth flowing sequences with intentional changes in direction, speed and flow (2.5) c. demonstrate appropriate social skills necessary to participating in dance activities, including etiquette and courtesies appropriate to various dance forms (1.10) d. competently perform dances from various cultures and describe similarities and differences in patterns, positions and steps (2.5) a. recognize the aesthetic and creative aspects of dance performance (1.9) b. discover, evaluate and discuss how dance is different from other forms of human movement (1.6) c. describe ways to use the body and movement activities to communicate ideas and feelings (2.4) 	<ol style="list-style-type: none"> 1. Grade 5 State Assessment <ol style="list-style-type: none"> a. Grade 5 Local Assessment b. Grade 5 Local Assessment c. Grade 5 Local Assessment d. Grade 5 Local Assessment 2. Grade 9 Local Assessment <ol style="list-style-type: none"> a. Grade 9 Local Assessment b. Grade 9 Local Assessment c. Grade 5 State Assessment Grade 9 State Assessment

What All Students Should Know	What all Students Should Be Able to Do	Assessment Notes
<p><i>By the end of grade 8, all students should know that</i></p> <ol style="list-style-type: none"> 3. Dance is both a fitness and life-time activity. Dance improves cardiovascular endurance, coordination, flexibility, kinesthetic awareness, muscular endurance and muscular strength. (HP 4, FA 2) 4. The skills developed in fundamental rhythms lay the foundation for developing more precise dance skills of folk, social and square dance as well as creative dances. (HP 4) 	<p><i>By the end of grade 8, all students should be able to</i></p> <ol style="list-style-type: none"> a. demonstrate how dance can improve individual fitness (1.10) a. exhibit basic dance skills and fundamentals while performing various dances, e.g., folk, square, aerobic, line, etc. (2.5) 	<ol style="list-style-type: none"> 3. Grade 9 State Assessment <ol style="list-style-type: none"> a. Grade 9 State Assessment 4. Grade 5 State Assessment <ol style="list-style-type: none"> a. Grade 5 Local Assessment

IV. EFFICIENCY OF HUMAN MOVEMENT AND PERFORMANCE

D. Principles of Human Movement

What All Students Should Know	What all Students Should Be Able to Do	Assessment Notes
<p><i>By the end of grade 8, all students should know that</i></p> <ol style="list-style-type: none"> To effectively improve performance, the critical elements involved in a skill must be understood and applied. (HP 4) Skill is developed through constantly well-guided and informative practice. However, practice alone is not sufficient for improvement. Feedback or knowledge of results must also be communicated for correct skill acquisition to occur. (HP 4) Improvement of skill and performance can be achieved by applying biomechanical and physiological principles to physical activity. (HP 4) 	<p><i>By the end of grade 8, all students should be able to</i></p> <ol style="list-style-type: none"> identify and apply critical elements to improve performance in selected skills (1.10) identify the characteristics of highly skilled performances in a few movement forms (1.10) recognize and apply principles of motor learning, i.e., transfer of learning (1.10) detect, analyze and correct errors in personal movement patterns through self-evaluation and peer/teacher feedback (4.5) recognize and apply biomechanical principles that impact the quality of movement, i.e., Newton's laws of motion, spin, rotation and torque (1.10) discover, evaluate and explain how growth in height and weight influences the mechanical nature of performance in physical activities (1.6) identify isometric, isotonic and isokinetic exercises and relate each to efficient development of muscular strength and endurance (1.6) 	<ol style="list-style-type: none"> Grade 5 State Assessment Grade 9 State Assessment Grade 5 State Assessment Grade 9 State Assessment Grade 9 State Assessment Grade 9 State Assessment Grade 9 Local Assessment Grade 9 State Assessment Grade 9 State Assessment Grade 9 State Assessment Grade 9 State Assessment Grade 9 State Assessment

IV. EFFICIENCY OF HUMAN MOVEMENT AND PERFORMANCE

A. Fundamental Movement Skills and Games

Due to the progression of curriculum development, fundamental movement skills and games should be provided to students from kindergarten through eighth grade and should not be addressed at the high school unless the skill level in these areas necessitates it.

B. Sports and Lifetime Activities

What All Students Should Know	What all Students Should Be Able to Do	Assessment Notes
<p><i>By the end of grade 12, all students should know that</i></p> <ol style="list-style-type: none"> 1. Sports and lifetime activities involve cognitive understanding of the history, rules, strategies, safety principles and skill technique that pertain to team sports, individual sports, dual sports, aquatics, gymnastics and outdoor pursuits. (HP 4) 2. The principles of human movement play an important role in the improvement of individual sports skills. (HP 4) 	<p><i>By the end of grade 12, all students should be able to</i></p> <ol style="list-style-type: none"> a. demonstrate consistently the application of sports terms, scoring, etiquette and rules of play, skill techniques, safety principles, intermediate to advanced game strategies for sport units covered in the instructional program (1.10) b. recognize the influences of participation in sports on developing appreciation of cultural, ethnic, gender, and physical diversity (1.6) <ol style="list-style-type: none"> a. consistently demonstrate intermediate to advanced competence in a variety of activities to include individual/dual and team sports, outdoor pursuit skills, aquatics and gymnastics (1.10) b. independently apply advanced skill-specific information for a self-selected activity (1.10) 	<ol style="list-style-type: none"> 1. Grade 9 State Assessment <ol style="list-style-type: none"> a. Grade 9 State Assessment b. Grade 9 Local Assessment 2. Grade 9 State Assessment <ol style="list-style-type: none"> a. Grade 9 Local Assessment b. Grade 9 Local Assessment

What All Students Should Know	What all Students Should Be Able to Do	Assessment Notes
<p><i>By the end of grade 12, all students should know that</i></p> <p>3. Cooperating and meeting with others of varying abilities provides enjoyment and encourages regular physical activity which leads to a healthy lifestyle. (HP 2)</p>	<p><i>By the end of grade 12, all students should be able to</i></p> <p>a. recognize that physical activity can provide opportunities for positive social interaction (1.6)</p> <p>b. work as individuals and collaborate with others to accomplish tasks or reach goals when in competitive physical activities (4.6)</p> <p>c. identify participation factors such as risk and safety factors, personal characteristics, performance styles and activity preferences that contribute to enjoyment and self-expression throughout the life-cycle (4.1)</p>	<p>3. Grade 9 Local Assessment</p> <p>a. Grade 9 State Assessment</p> <p>b. Grade 9 Local Assessment</p> <p>c. Grade 9 State Assessment</p>

IV. EFFICIENCY OF HUMAN MOVEMENT AND PERFORMANCE

C. Rhythms and Dance

What All Students Should Know	What all Students Should Be Able to Do	Assessment Notes
<i>By the end of grade 12, all students should know that</i>	<i>By the end of grade 12, all students should be able to</i>	
1. The historical significance of dance provides social, historical, cultural and political meaning unique to each culture. (FA 5)	a. analyze and evaluate the relationship of dance to the development of culture (1.6)	1. Grade 9 State Assessment a. Grade 9 Local Assessment
2. Rhythm and dance skills, as with any physical skill, are refined through practice and self-evaluation. (HP 4, FA 1)	a. perform, produce and evaluate a variety of dances which represent different cultural backgrounds (1.9; 2.5) b. perform basic skills and demonstrate social etiquette in many dance forms and refine these skills through practice, self-evaluation and correction, e.g., social contemporary, jazz, aerobic, folk, square (1.10)	2. Grade 9 State Assessment a. Grade 9 Local Assessment b. Grade 9 Local Assessment
3. Dance is a movement experience that provides social and recreational activity for a lifetime. (HP 4)	a. demonstrate dance and rhythmic activities that use a variety of equipment to communicate ideas and develop various components of fitness (1.10; 2.1) b. discuss the recreational and social aspects of dance (2.1; 2.3; 2.4)	3. Grade 9 State Assessment a. Grade 9 Local Assessment b. Grade 9 State Assessment

IV. EFFICIENCY OF HUMAN MOVEMENT AND PERFORMANCE

D. Principles of Human Movement

What All Students Should Know	What all Students Should Be Able to Do	Assessment Notes
<p><i>By the end of grade 12, all students should know that</i></p> <ol style="list-style-type: none"> 1. Since the human body is a system of weights and levers, its efficiency and effectiveness at rest or in motion can be improved by the application of sound mechanical and anatomical principles. (HP 4) 2. Equilibrium, motion, force and Newton's laws constitute the basic principle of mechanics related to the fundamentals of physical activity. (HP 4, SC 2) 3. The ability to independently learn, self assess and improve movement skills is achieved by applying principles of biomechanics and exercise physiology to practice and perform. (HP 4) 	<p><i>By the end of grade 12, all students should be able to</i></p> <ol style="list-style-type: none"> a. critically evaluate the acquisition, execution and continued improvement of skilled physical performances in a variety of complex activities (1.6) b. analyze how the bones, joints and muscles of the human body work as anatomic levers (3.5) a. apply the processes and knowledge learned from scientific principles to gain more efficient use of the body in daily activities, e.g., lifting, and reduce injury (1.10) a. apply the processes and knowledge learned from scientific principles to develop effective practice procedures in order to ensure proficient performance in self-selected activities (1.10) 	<ol style="list-style-type: none"> 1. Grade 9 State Assessment <ol style="list-style-type: none"> a. Grade 9 Local Assessment b. Grade 9 State Assessment 2. Grade 9 State Assessment <ol style="list-style-type: none"> a. Grade 9 State Assessment 3. Grade 9 State Assessment <ol style="list-style-type: none"> a. Grade 9 State Assessment